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ABSTRACT

The problems of residence hall damage and vandalism are examined in this booklet. An analysis and control program is proposed to provide a systematic method of dealing with the problem. A list of basic assumptions held by students and staff on residence hall damage is presented for discussion. Problems created by damage to residence halls are also investigated. The problems include: atmosphere deterioration, facility deterioration, and staff sanity deterioration. Methods are also suggested for resolving the damage problem, including increased awareness, attitude assessment, incentives, and disciplinary measures. A three-phase plan for working with the problem is proposed and a flow chart is provided as an illustration. It is suggested that this program format can be used with a variety of residence hall staff persons and may be adapted for use with students. Appended are: a feedback sheet that may be used with the workshop format, Ohio State University residence and dining hall organizational chart, conclusions and recommendations of a two-quarter study done by the Ohio State Damage Control Committee, and newspaper articles pertaining to the damage problem at Ohio State. (Author/SF)

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AUG 30 1979

RESIDENCE HALL DAMAGE:

— ANALYSIS AND CONTROL —

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Thomas A. Scheuermann
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The Ohio State University
Office of Residence and Dining Halls
1978 - 1979

HE 011 264

ABSTRACT

The problem of residence hall damage and vandalism is a perennial one, affecting virtually every college and university in the country today. This area is often a difficult one to deal with, and thus, many of the approaches to it are reactive and inconsistant in nature. The "Residence Hall Damage: Analysis and Control" program (booklet) was designed to provide a more systamatic, consistent means of addressing residence hall damage and vandalism, as well as methods of assessing the effects of such a program.

This program (booklet) presents a list of basic "assumptions", held by students and staff, on residence hall damage. It clearly defines the extent and possible results of the problem, and suggests ways to develop a damage analysis and control program, including a variety of "hands-on", tried and proven ideas. The format of the program is such that it can be used with a variety of residence hall staff persons, including RAs', and it may be adapted for use with students.

"Residence Hall Damage: Analysis and Control" has been presented at the following conferences:

MMOGSISP (Midwestern Meeting of Graduate Students in Student Personnel) - 10/78
GLACUHO (Great Lakes ACUHO) - 2/79
NASPA - 4/79
ACUHO - 7/79

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WORKSHOP FORMAT

Although this booklet may have a variety of uses, from obtaining a few ideas on how to approach your damage problem to how to develop a comprehensive program, (it) was originally designed to be employed in a workshop situation. A suggested format is given below.

A. Introduction

- facilitator intro
- format (on this page)
- goals and norms (for your particular session)

B. Large Group – Presentation, Brainstorming, Discussion

- basic assumptions
- problem definition
- goals for a damage A&C program
- program bases

C. Lecturette - A Comprehensive Approach

- proactive component
- reactive component
- systematization

D. Small Groups - Discussion and Idea Sharing

- participants' concerns
- participants' approaches

E. Wrapup

- processing
- final questions and comments
- written (feedback) evaluation - See Appendix 1

BASIC ASSUMPTIONS ABOUT DAMAGES -- true or false?

1. ____dorm damages are too costly in time, money, and effort, to tolerate

2. ____excessive damage is viewed by many students and staff as a "given"and thus, efforts to control are in vain

3. ____the vast majority of students and staff want damages, and the reprocussions thereof, reduced

4. ____a minute number of residents initiate a large portion of the damages, and activities which result in damage

5. ____present procedures for dealing with the damage problem seem to be mostly reactive (vs. proactive) and of questionable effectiveness.

6. ____residents who commit the damage are often not held accountable for it; much of the actual damage costs are never collected

7. ____the procedures for dealing with the dorm damage problem are not systematized across the residence halls system on campus

8. ____an effective damage A & C program involves extensive proactive work with students, especially along the lines of rappore-building

9. ____an effective damage A & C program is part of a comprehensive dorm/floor program, including formal and informal gatherings, counseling, discipline, communications (written and verbal), -- it must "fit" with these and not be viewed as overly distinct from them

10. ____the damage problem is one that is "seasonal"; it occurs more frequently during certain times of the year, depending on the residence hall (e.g. midterm and finals time, big football games, blizzard weather, etc.)

Discuss these assumptions with your colleagues, supervisors, supervisees, and others, to make certain you are all on the same base when approaching the problems.

*For Ohio State University (as of 5/79):
Nos. 1,3,4,8,9, & 10 are <u>True</u>
Nos. 2 & 6 are <u>False</u>
Nos. 5 & 7 are <u>True</u>, "moving towards" <u>False</u>

PROBLEM DEFINITION

The results and consequences of damages directly and indirectly affect professional and paraprofessional staff, students, housekeeping and maintenance personnel, and others. The burden for initiating specific and comprehensive programs to address the problem, however, seems to lie mainly with us; student personnel workers, especially residence hall staff. Defining the problem may be done in a number of ways. One method, shown here, is to depict it from a "deterioration" perspective: Atmosphere deterioration, Physical deterioration, and Staff sanity deterioration. These are a list of possible problems resulting from damage.

1. Atmosphere deterioration

   --tension between students; fear and intimidation
   --low morale, sense of community
   --lack of responsibility, permissiveness, apathy, low accountability
   --low sense of ownership, low respect for fellow residents and building

   *your additions:

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2. Physical (facility deterioration)

   --monetary costs above normal repair costs
   --inconvenience to residents and guests--trash, lighting (broken), elevators (inoperable), cold (broken windows), etc.
   --danger posed--fire equipment (when abused), objects out windows, broken glass, water (slippery, potential electrical hazard)

   *your additions

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3. Staff Sanity deterioration

   --residence hall directors, directors of housing, etc.--case hearings, follow-up, administrative work, records keeping, etc.
   --resident advisors, floor coordinators--"front-line" contact; often not highly skilled here, role conflicts
   --housekeeping and maintenance--excessive cleanup and repairs

   *your additions

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GOALS FOR A DAMAGE A&C PROGRAM

Take a few minutes to brainstorm and generate ideas on goals for a program to control damages at <u>your</u> institution.

Your goals:

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PROGRAM BASES

Assuming you have initiated efforts to define the damage problem at your school and established general goals to work towards, your next order of business will be to determine objective-ways to attain your goals.

Below are listed five (5) main areas which can serve as bases for a damage A&C program. Review them, and make additions appropriate to your system. You may wish to be even more specific when generating your objectives.

1. Awareness

--information dissemination: publications, "rule" books, etc.
--discussions (students and staff), floor meetings, hall meetings
--work with and thru dorm council, hall government, student government
--programming: multimedia presentations, talks by maintenance and housekeeping persons, elevator repairman, etc.
--address antecedents, e.g. alcohol use and abuse

2. Attitude

--open discussion of present thinking; actual policies vs. written--differences?
--discuss various reasons, motivations behind damages
--what can be done to improve residents' attitudes?
--what's missing? can we as a staff do more to meet residents' needs?
--encourage peer pressure ("pay now or pay later")

3. Environment

--secure screens, windows; especially in community areas
--lock entry doors on weekends, evenings, other "rowdy" times--prevent problems from outside
--provide alternatives, outlets for energy release--intramural tournaments, padded rooms, foam bats, "noisy zones"; try out some novel ideas

4. Incentive

--make personal and social consequences clear
--awards, publicity for low damages (figures/floor or hall)
--"breaks" for low damage totals (e.g. if less than .50¢ per person the system absorbs the cost).
--system wide: consider an apartment-like security deposit

5. Discipline

--put the "student" back into "student personnel" work; policies should benefit students and work for them
--develop rappore, visibility early in the year; set a positive tone
--select, train, and support student judicial bodies
--evaluate penalties: are they appropriate?
--seek quick, firm, consistent measures--timely and thorough follow-up
--make it educational as well as punitive; develop written policy and be able to justify its utility and purpose

A COMPREHENSIVE APPROACH

As with any comprehensive program, damage analysis and control, to be most effective, must have solid "before", "after", and "throughout" phases. Many approaches presently in use suffer in one or more of these areas; they are often reactive and inconsistent, and are not addressed thoroughly as to their effectiveness. Below are listed the three main phases and comments with each. How does your institution's approach fit into each of these? On the following page is a "flow chart" which depicts the damage problem in terms of its antecedents, results, and where to effect change to control it.

Before: proactive approach

- --begin work on your program before the start of the school year
- --assess the previous year (s)' problems and approaches
- --discuss preventive measures including the assumptions, problem definition, and formation of program bases
- --incorporate this area into staff training
- --meet with student leaders as early as possible
- --set the (positive) tone at the start of the year

*your additions:

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After: reactive approach

- --deal with immediate problem: cleanup, repair, injuries, etc.
- --assess situation: people, area, etc. involved--get as much information as possible
- --have a written report of the incident done by the staff member responsible for those persons or area; keep a file of these
- --confront parties involved: discussion with residents and staff involved
- --follow-up, disciplinary hearing, sanctions, etc.

*your additions:

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Throughout: systematic, consistent approach

- --approach, policy should be consistent between floors and halls
- --approach should be developed by a campus-wide group
- --legal implications and parameters need to be understood

Throughout: systematic, consistent approach (CONTINUED)

--involve other persons, i.e. maintenance and housekeeping personnel, in decision-making and policy formation
--periodically assess your program to determine its effectiveness

*your additions:

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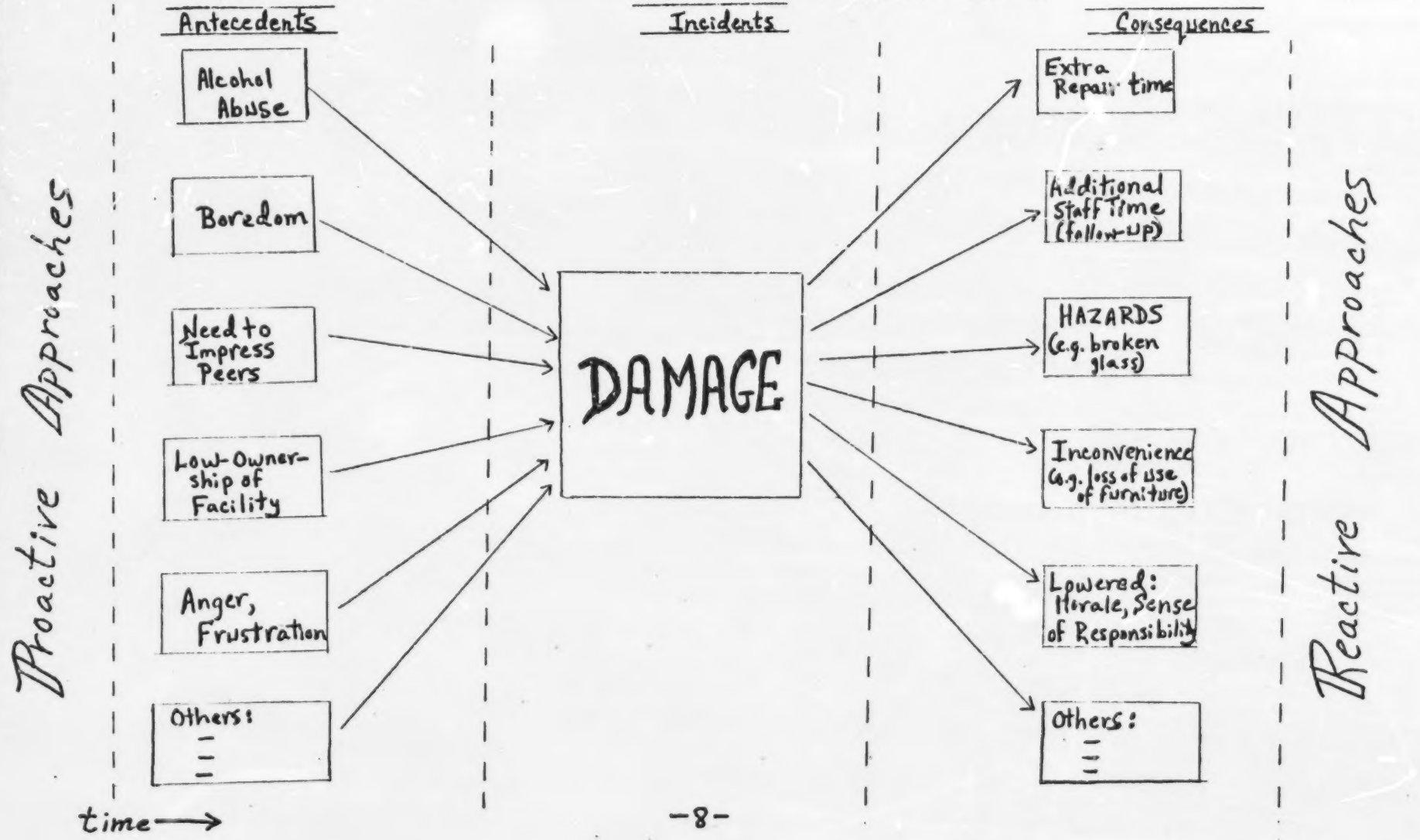
RESIDENCE HALL DAMAGE: A FLOW CHART



- N O T E S -

APPENDIX 1

Feedback sheet - may
be used with the workshop format

FEEDBACK

Please rate the following on a 1 to 7 scale; 1 being "very poor", 7 being "outstanding". Circle the appropriate response and please add comments as you feel necessary.

1. the presentation to the large group was effective as an introduction/ explanation of the problem

   1 2 3 4 5 6 7

   comments:

2. the overall presentation to the large group was helpful to me as a student personnel worker

   1 2 3 4 5 6 7

   comments:

3. rate the following specific presentations:

   a. basic assumptions 1 2 3 4 5 6 7

   b. problem definition 1 2 3 4 5 6 7

   c. goals for a program 1 2 3 4 5 6 7

   d. program bases 1 2 3 4 5 6 7

   e. comprehensive approach 1 2 3 4 5 6 7

4. the small group discussion of concerns and approaches was helpful and effective

   1 2 3 4 5 6 7

6. facilitator's preparation for the workshop 1 2 3 4 5 6 7

7. facilitator's delivery, presentation, handling of discussion

   1 2 3 4 5 6 7

8. facilitator's comfort level; ease with presenting this topic

   1 2 3 4 5 6 7

****please list additional comments and feedback on back****

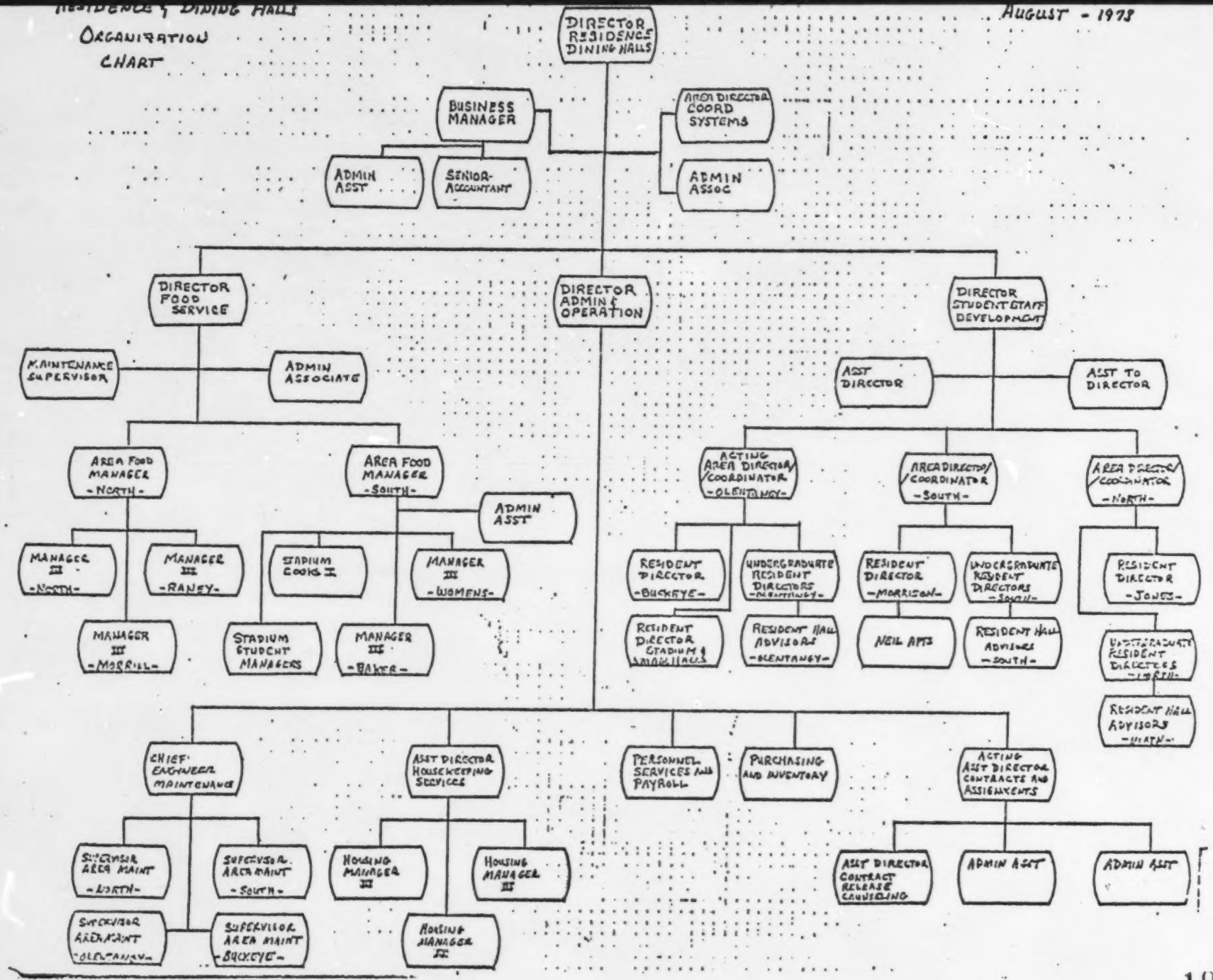
APPENDIX 2

O.S.U. Residence &
Dining Halls Organizational
Chart

RESIDENCE & DINING HALLS

ORGANIZATION CHART

AUGUST - 1978


DIRECTOR RESIDENCE DINING HALLS
BUSINESS MANAGER
ADMIN ASST
SENIOR ACCOUNTANT
AREA DIRECTOR COORD SYSTEMS
ADMIN ASSOC
DIRECTOR FOOD SERVICE
MAINTENANCE SUPERVISOR
ADMIN ASSOCIATE
AREA FOOD MANAGER - NORTH -
MANAGER III - NORTH -
MANAGER III - RANEY -
MANAGER III - MORRILL -
AREA FOOD MANAGER - SOUTH -
ADMIN ASST
STADIUM COOKS II
MANAGER III - WOMENS -
STADIUM STUDENT MANAGERS
MANAGER III - BAKER -
DIRECTOR ADMIN & OPERATION
DIRECTOR STUDENT STAFF DEVELOPMENT
ASST DIRECTOR
ASST TO DIRECTOR
ACTING AREA DIRECTOR/ COORDINATOR - OLENTANGY -
RESIDENT DIRECTOR - BUCKEYE -
UNDERGRADUATE RESIDENT DIRECTORS - OLENTANGY -
RESIDENT DIRECTOR STADIUM & MORRILL HALLS
RESIDENT HALL ADVISORS - OLENTANGY -
AREA DIRECTOR/ COORDINATOR - SOUTH -
RESIDENT DIRECTOR - MORRISON -
UNDERGRADUATE RESIDENT DIRECTORS - SOUTH -
NEIL APTS
RESIDENT HALL ADVISORS - SOUTH -
AREA DIRECTOR/ COORDINATOR - NORTH -
RESIDENT DIRECTOR - JONES -
UNDERGRADUATE RESIDENT DIRECTORS - NORTH -
RESIDENT HALL ADVISORS - NORTH -
CHIEF ENGINEER MAINTENANCE
SUPERVISOR AREA MAINT - NORTH -
SUPERVISOR AREA MAINT - SOUTH -
SUPERVISOR AREA MAINT - OLENTANGY -
SUPERVISOR AREA MAINT - BUCKEYE -
ASST DIRECTOR HOUSEKEEPING SERVICES
HOUSING MANAGER III
HOUSING MANAGER III
HOUSING MANAGER III
PERSONNEL SERVICES AND PAYROLL
PURCHASING AND INVENTORY
ACTING ASST DIRECTOR CONTRACTS AND ASSIGNMENTS
ASST DIRECTOR CONTRACT RELEASE COUNSELING
ADMIN ASST
ADMIN ASST

APPENDIX 3

Conclusions & Recommendations
of a Two-Quarter Study Done by
the O.S.U. Damage Control Committee
(1978-1979)

V. CONCLUSIONS AND RECOMMENDATIONS

Following the initial report on the various specific areas associated with damage control, and throughout Autumn and Winter Quarter, the Damage Committee has come to numerous conclusions and has made several recommendations. These fall into seven main categories, shown below:

Conclusions:

1. Differences in assessment and follow-up of damages exist, between the three residence hall areas.

2. Most damage costs which are uncollected have been costs which were initially billed to individuals.

3. Persons who damage maliciously (intentionally) should be billed regardless of cost-effectiveness, as a deterrent.

4. Uncollected damage costs, not including charges for help, amount to approximately $8,800. (1977-78)

5. A damage deposit charge to residents is not seen to be advisable at this time.

6. The South and North residence hall areas report difficulties in working with maintenance to affect repairs.

7. Residence hall staff have already initiated damage control efforts in their halls - we should build on their strengths.

More Specifically:

1. Although differences do exist area - area, they are relatively minor in nature. Systematization of all billing and collection procedures might be counterproductive, as slightly different systems seem to work effectively for each area.

2. This conclusion ran contrary to popular belief, but is certainly born out by the figures. Damages attributed to individuals generally consists of destruction of high cost items such as large windows, couches, walls, etc.

3. It is the belief of the committee that students should be held accountable for their behavior and to some extent the behavior of those around them. Not charging for (even small) damages may result in lack of responsibility for actions, and perhaps foster a general sense of apathy toward residence hall facilities.

4. The relatively small figure for uncollected damage costs, campus-wide, is $8,800. This figure represents 15% of the total figure billed. While this figure is a sizeable amount of money, the fact that 85% of the damage bills are collectable speaks against the notion that residence hall staff are not concerned about damages and following up on them. However this is not to say that the overall damage problem isn't one that warrants serious further consideration.

5. Since only $8,800 in actual damages was uncollected in 1977-78, it does not seem cost-effective to maintain 10,000 account receivable as a means of recovering this amount. The committee carefully considered the pros and cons before contraindicating such a deposit, and appreciates the support of that decision by Mr. Hall (Director of Residence & Dining Halls, The Ohio State Univ.).

6. Difficulties appear in the North and South areas in working with maintenance to secure quick and thorough repairs. Priorities of hall directors in the area of needed repairs are often unheeded by maintenance persons. In the North area in particular lag time on repair of such items as windows appears to be great.

7. The committee has done much work in the area of assessment and is now prepared to engage in actual damage control programs in specific halls. In lieu of "starting from scratch," the committee recognizes efforts already undertaken by residence hall staff, and seeks to work to improve present programs in those halls. (See Apendix C for example).

Recommendations

1. For Spring Quarter: make up student bills two weeks or more before residents check out and leave for the summer (or for good) - this should cut down on uncollected damages.

2. Each hall or area should develop a systematic follow-up to students with outstanding bills. Two letters of "warning" should be sent to students, and possibly their parents.

3. Priority for repairs should be determined by residence hall staff; maintenance persons should be consulted to assess feasibility of such priorities.

4. Room checks and room condition reports should be done at the beginning and end of the year, and more often if turnover is high. Reports should be complete and signed by residents.

5. Consider lowering the amount of outstanding charges for which records may be withheld from $50 to $20 or less.

6. Consider use of small claims court to collect unpaid bills.

7. When a student moves from hall to hall, especially between areas, records of outstanding bills should be forwarded.

8. Consider not renewing contracts of students who have substantial outstanding bills which they refuse to pay.

9. A damage deposit should not be instituted to recover uncollected damages.

10. Consider establishing area "repair shops" where broken furniture should be restored and placed back, and those who broke it be charged.

11. Hall directors should meet with their housekeeping and maintenance persons to coordinate damage reporting and repair efforts.

12. Involve students and student (hall) organizations in developing and implementing proactive damage control procedures.

13. Initiate effots to educate residents on the costs and consequences of damage.

Finally:

The Damage Committee recognizes and respects the importance of dollars and cents when considering efforts to combat residence hall damage and vandalism. However, it is also understood that in order to deal effectively with the problem people must be encouraged to become involved; people on all levels. The task that lies ahead is one of enlisting student, staff, maintance, housekeeping, and administrative support in developing a comprehensive program - a program to be implemented during the next academic year at Ohio State University.

APPENDIX 4

A Letter to Student Groups -
to be Circulated In Person by
Members of the Damage Committee-
Autumn Quarter, 1979

RESIDENCE HALL DAMAGE:
HOW TO CONTROL IT

A letter to residence hall student groups.

Residence hall damage is a problem on virtually every residential campus across the country, and O.S.U. is no exception. The problem is a very complex one; there are many possible antecedents or causes of it. These include: alcohol abuse, boredom, anger, "showing off," and horseplay - you can probably name many others. You may also know that a small percentage of students living in the dorms are responsible for most of the damage, and even though other residents know who did the damage, they'd rather not "tell on their friends" -- and so we all pay! At the same time you may be thinking: "I'm only one person; how can I change anything - there are always going to be damages." Well, we just don't buy that.

There seems to be a general feeling in many of the residence halls that it is "okay" to damage and vandalize, but it's "not okay" for fellow students to report persons who are out of line or even let them know you disapprove. Somehow, that just doesn't make sense. During the 1977-78 school year, it was apparently "okay" for residents to do over $60,000 worth of damages in the residence halls; about $9,000 of which was uncollected. The uncollected figure alone translated (indirectly) into a fee increase the following year, of about $1.00 per resident -- money that could have been used for furniture, parties, programs, and other more positive things.

In the fall of 1978 a "Damage Committee" was formed to study the problem. Administrators, area directors, hall directors, and RAs have spent much time in defining the problem and coming up with possible solutions to it. However, a program to cut damages simply won't work without a lot of student support. That's why we're asking you to give us a hand; let's not ignore the problem or make light of it. Below is a list of things you <u>can</u> do, as a student group:

1) Begin to work to turn around the notion that it is "okay" to damage, but "not okay" to report or confront. Have floor rep's in conjunction with RAs, get the ball rolling on each floor.

2) Be aware of the effects of alcohol abuse on the damage problem. Work to promote responsible drinking by supporting the Alcohol Education Committee and the Drink Responsibly in Public (DRIP) Committee, in this regard.

3) Do further investigation of "facts and figures" in your individual halls or areas -- disseminate this information to students to help raise their awareness.

4) Look for ways in which students can personalize their floors, lounges, and lobbies by painting, decorating, etc. Studies show that residents who have a high sense of ownership for their floors or halls will be less likely to do damage themselves, and more likely to confront others who vandalize.

5) Develop strong, active judicial boards in each residence hall. Encourage them to do more than hear disciplinary cases. Tell them you want them to provide proactive information, and do programming to combat damages.

6) Involve and work closely with Directors, SPAs, RAs, Maintenance and Housekeeping persons on efforts to control damage -- check with your RA or Director to determine the best ways to do so.

7) Consider establishing incentives and rewards for low-damage halls or floors.

8) Take time in your meeting to brainstorm additional ideas; don't be afraid to try new or unique approaches.
(your ideas)

Your help, as students and student groups, in addressing the damage problem is not designed to be a "token effort" -- you will play a vital part in determining the success or failure of damage control programs. We hope you will accept the challenge.

Sincerely,

The O.S.U. Residence Halls
Damage Committee

APPENDIX 5

Newspaper Articles Pertaining to the Damage Problem at O.S.U. and the Damage Committee

Opinions

Study commendable

Vandalism could be alleviated

Vandalism in dorms is a familiar story. As usual, everyone pays for a few students' juvenile actions.

Hopefully, however, the formation of the Damage Committee will bring some badly-needed changes to this story.

The Damage Committee, comprised of 12 staff members, was formed to study and find solutions to the problem of dorm vandalism. Indeed, it is about time someone tried studying the cause, rather than solely the effect, of this serious problem.

Last year, for instance, $65,000 damage was incurred by the dorms. Of that amount, $55,000 was recovered by billing students. The majority of students who paid had nothing to do with the vandalism. Unfortunately, peer pressure often is the cause of guilty parties not being reported.

Since all the money was not received through billing students, however, the Office of Residence and Dining Halls was forced to foot the remainder — $10,000.

We hope the committee realizes that dorm residents often feel confined, and that weekly dorm activities may provide a more constructive means for students to release built-up energy. This basic idea was used by Ohio Stater's, Inc., when they distributed the scarlet and gray shakers at the 1978 OSU-Michigan football game. The idea was implemented with tremendously successful results.

While a lack of dorm activities is certainly no excuse for water fights, abusing fire extinguishers, and the like, the fact remains that planned events may divert many students from such non-constructive activities.

We hope the committee takes a serious look at all possibilities, and comes up with some good solutions to a problem that has been around too long.

OHIO STATE NEWSPAPER Feb., 1979

University to centralize billing with time-saving vouchers

By Patricia Murray.

Standing in line to pay fees and pick up grants may be a thing of the past.

Along with 1979 Autumn Quarter fee cards, Ohio State will be mailing out vouchers that guarantee credit for grants. This will give students the funds to pay fees by mail instead of having to wait to pick up their grants.

By Summer Quarter 1980, the university will have most of its billing centralized into one system. Students will receive one card combining their university fees, parking sticker fee, residence and dining hall fee and football ticket fee. In addition the card already will have given students credit for aid by subtracting it from the quarter fees, said James Kristoff, OSU treasurer.

In a later stage, the system will centralize all billing for library fees, damage bills and dental costs, Kristoff said. This will save money on postage and will be a more efficient way for the university to collect bills, he said.

The university began developing a new distribution process for Autumn Quarter 1979 grants because of President Carter's 1980 budget proposal of $2.4 billion for the Basic Education Opportunity Grants program.

The voucher system will cut down on long lines from expected increases in the number of students needing processing.

Situation ignored too long

Dorm vandalism studied

By Patricia Murray

A prank, a water fight, mishandling of fire extinguishers and punching ceiling tiles are some of the acts of vandalism that have contributed to a $65,000 price tag hung on the Office of Residence last school year for damages in the dormitories.

The high damage rate is not a new problen in Ohio State dormitories, but the situation has been ignored too long, said Charles Hampton, director of business management in the residence and dining halls. The Office of Residence and Dining Halls is trying to prevent this recurring problem with the help of a new group called the Damage Committee.

The committee of 12 staff members is interested in finding some solution to the problem of vandalism. This is the first time the damage has been broken down and looked at, said Tom Scheuremann, a graduate student and student personnel assistant for the Office of Residence and Dining Halls.

The committee wants to concentrate on the area in which the most damage occurs and also find a more efficient billing procedure, Scheuremann said.

The Office of Residence and Dining Halls has to charge individuals, floors and entire dorms to cover damage loss.

Money from floors that could have been put to more positive means has had to be used for uncollected bills, Hampton said. Residents are paying for the uncollected damage bills through their room and board fees.

Through billing, residence halls manage to collect $55,000 to cover damage loss. The Office of Residence and Dining Halls lost $10,000 in the 1977-78 school year because of uncollected bills.

The Office of Residence and Dining Halls does not receive any state money. If the office loses money, then the student loses money, Hampton said.

Some students get away without paying, Hampton said. It's hard to get a student who withdraws to pay his bills, he said. The student has to have a $50 bill with the Office of Residence and Dining Halls for the university to hold his transcripts.

The damage committee is investigating the possibility of centralizing the billing system in the residence halls, Scheuremann said. The area directors of North, South and Olentangy campuses are collecting the bills. Centalizing billing would be more efficient, be said.

Another possibility the committee is looking into is a security deposit that would be required when students move into a dorm. The procedure would be similiar to apartment security deposits, Hampton said.

The committee also has helped implement an alcohol policy in the dormitories, Scheuremann said. This policy has helped cut down on rowdiness in the dorms and may help stop some of the damage, Hampton said.

The rules being enforced are: only 3.2 beer is to be served at a floor party, I.D.s must be checked and food must be served. Drinking is associated with vandalism, Hampton said.

There has been a lot of vandalism committed that has been related to alcohol, Ron Evans, dorm director of Conaway House, said. Winter quarter damage rates always go up because people are confined and have energy to release, Evans said. Alcohol adds to this problem, he added.

Hampton said the women's dorms have a lower damage rate than the coed dorms do. Lincoln House, a women's dorm, has a damage problem, but not like the other dorms, said Beverly Becher, Lincoln House dorm director. Most of the damage in the dorm is done by male outsiders, Becher said. Turning all-male dorms into coed dorms has helped minimize damages, Hampton said.

OHIO STATE NEWSPAPER
February, 1979

[Columbus (city) newspaper 2/20/79]

OSU Dorms Weigh Security Deposits

By Carol Ann Lease
Of The Dispatch Staff

Ohio State University might start equiring dormitory residents to pro-de a security deposit to protect itself om the cost of vandalism.

"We're contemplating that move. hat way, the money would be up ont," said Charles Hampton, business anager for residence and dining halls OSU.

HAMPTON SAID damage in the orms cost $65,000 last school year, of hich $10,000 never was recovered.

"If we had had a security deposit, e would have gotten the $10,000," he id.

Calling the $65,000 "the tip of the eberg," Hampton said that's what his fice billed students, not the total cost repairing all damage. For example, if a window is broken, the offender pays for the glass, but that does not include the salary of the maintenance person who replaces it.

The students — about 10,500 in dormitories this year — pay eventually, however, because residence and dining halls are self-supporting.

ROOM AND BOARD is $566 a quarter this year. "That likely will be going up," Hampton said. Written in is an estimated damage cost.

Vandalism isn't new, he said. "It's always a problem." Besides broken windows, damage can include sinks knocked off the wall, cleanup after water fights and furniture damaged by being thrown out the window — "routine things," Hampton said wryly.

While spring is a traditional time for student rowdiness, winter "cabin fever" also causes problems, he said. "A lot of this is related to drinking and partying ... Alcohol is our biggest problem today in the residence halls."

THE UNIVERSITY has gone from prohibiting alcoholic beverages in its dormitories to allowing beer parties in dormitory lounges for students aged 18 and older.

If damage occurs at a party, the entire floor or group which sponsored it is charged, Hampton said. If it's in a room, the residents are charged.

If the student is from out of state and drops out of OSU, it might be difficult to collect, Hampton said.

Collecting the money now is done through different residence hall area offices. The business manager said this job may be centralized to make collection more efficient.

CENTRALIZED collection and the security deposit are possibilities being looked into by a 12-member "damage committee" started in the fall.

"There hasn't been anything anyone could put their finger on and say, 'This is the solution to our problem,'" Hampton said.

The committee did help put together a policy for floor parties that includes serving only 3.2 percent beer, serving only those with identification proving they are 18 or older, and serving food at the party.

Women's dormitories suffer the least amout of damage with coeducational residence halls second and men's dormitories the worst, Hampton said.

IF VANDALISM wasn't such a problem, the university could cut down the number of maintenance workers who repair damage and resident advisors who try to prevent it.

"General costs in the dormitory could be considerably less," he said.

3/6/79

22 in Drackett Hall to be relocated, unprecedented move in OSU history

By Patricia Murray

For the first time in the history of OSU residence halls, men will be relocated because of the high damage rate on their wing.

The 22 men of the north wing on Drackett Tower's eighth floor were notified March 1 that they would be reassigned to different areas in the residence hall system by the end of Winter Quarter.

The students are being reassigned because they did not have the responsibility to control their environment, said Marcia Taylor, director of Drackett Tower. More damage was done Autumn and Winter quarters on the north wing of the eighth floor than on any other area in the dorm.

The men were given the opportunity to help resolve the incidents but have not, Taylor said. When there is over $100 worth of damage on a wing, the men are not controlling the area, she said.

This is the first time the Office of Residence and Dining Halls has moved a mass number of students at the same time, said Janet Bettes, director of contracts and assignments. In the past, individuals have been reassigned for disciplinary reasons, but never an entire floor, she said. The Office of Residence and Dining Halls hopes this will solve the damage problems on the north wing, she said.

"For two quarters the damage has been consistently 'out of this world'," Taylor said. "They've given us bits and pieces of information on the damage but nothing has been resolved," she said.

"We're hoping the incident will have a positive effect on the men because they will all end up in better environments," Taylor said.

"We will be taking precautions with the new students we assign in the north wing," Taylor said.

The 22 men are being asked their preferences on where they will be moved. Some will be allowed to remain in Drackett but on another floor, Taylor said.

The Office of Residence and Dining Halls is not trying to scare students with this action but want them to realize this can happen, Taylor said.

3/7/79

Good coverage

As chairperson of the Damage Committee I would like to express our appreciation for the coverage the Lantern has given our group. Many of us have put a lot of hours into collecting and assessing data, and researching various approaches to the problem. The Feb. 16 story "Dorm vandalism studied," and the Feb. 19 editorial, "Study commendable," have bolstered our efforts in this regard.

I would also like to respond to two specific points in the article. First, another group, the Alcohol Education Committee, is dealing more extensively with alcohol use and abuse in residence halls. That group has done much to encourage responsible drinking on campus. Secondly, our committee has carefully reviewed the feasibility of implementing an apartment-like security deposit to cover uncollected damage — we determined such a deposit would cost more to implement than the possible benefits it would provide.

We will certainly be considering numerous alternatives and programs to address residence hall damage problems. However, we will need much student support in doing so: they can "pay now" (in the form of positive peer pressure) or "pay later" (in the form of bills and increased fees). It is our hope that they choose the former.

Thomas A. Scheuermann
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.Section on "Conditions for Impact-An Overview"-especially Chapter (11) on residence hall arrangements (pp.220-232).

-Schroeder, Charles, Anchors, Scott, and Jackson, Smith. Making yourself at home-a practical guide to restructuring and personalizing your residence hall environment. Commission III - Student Residence Hall Programs, ACPA, 1978.

.A thorough resource on ways to personalize residence hall environments. Proposes that Students who are permitted to be flexible in altering their living environment will do so responsibly. Posits that residents who are able to personalize their living space will become more identified with it.

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